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| Advance Placement United States History |
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| **8/12/2013** |
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**Advance Placement United States History Course Syllabus**

**Course Description 2013-2014**

Muchin College Prep’s AP US History course is designed for high school juniors. The course is a rigorous survey of American history that emphasizes the development and changing nature of American society.

Students can receive college credit by earning a 3 or higher on the AP exam at the close of the year. More importantly, research suggests that students dramatically improve both preparation and performance at the university level by successfully completing an AP course and national exam.

**Objectives:**

* Analyze and interpret primary and secondary source documents.
* Understand an analytical prompt or question and create a competent and well organized response.
* Use historical data, audio files, visual images, film, and maps to support a position on a historical prompt or question.
* Appreciate and understand America’s political, economic, cultural, diplomatic, and social history.
* Develop and improve writing, research, and reading skills using a variety of strategies.
* Improve critical and higher-ordered thinking skills with special emphasis on analysis.
* Prepare for and earn a 3 or higher on the AP US History exam in May 2014.

**Expectations:**

* This is a rigorous course and students are required to do the bulk of reading outside of class.
* Tests, both subjective and objective, are usually given every two weeks.
* Additional reading assignments beyond those in the textbook will be assigned periodically. Such assignments include weekly primary source readings which are assigned and discussed to support each chapter.
* Because half of the AP exam is based on essay writing, there is a heavy emphasis on writing in this class
* A seminar project will be assigned the week the AP national exam in early May.

**Themes:**

**CR5** –The course uses themes and/or topics as broad parameters for structuring the course

* American diversity=**[CR5]diversity**
* Development of a unique American identity**=[CR5]identity**
* Evolution of American culture**=[CR5]culture**
* Demographic change over the course of American history **=[CR5]demographic**
* Economic trends and transformations**=[CR5]economics**
* Environmental issues**=[CR5]environmental**
* Development of political institutions and the components of citizenship**=[CR5]politics/citizenship**
* Social reform movements**=[CR5]social**
* The role of religion in the making of the United States and its impact in a multicultural society**=[CR5]religion/multicultural**
* History of slavery and its legacies in this hemisphere**=[CR5]slavery/legacy**
* War and diplomacy**=[CR5]war/diplomacy**
* Place of the United States in an increasingly global arena**=[CR5]global arena**

**Resource Requirements:**

**Textbook:**

Kennedy, David M., Lizabeth Cohen, Thomas Bailey. *The American Pageant*, 14th ed.

Boston.: Houghton Mifflin, 2006.

**Primary Document Readers:**

Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 1: To 1877*, 10th

ed. Boston: Houghton Mifflin, 2006.

Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 2: Since 1865*,

10th ed. Boston: Houghton Mifflin, 2006.

**Selected Supplemental Reading (but not limited to):**

1. *Common Sense*, Thomas Paine
2. *The Jungle*, Upton Sinclair
3. *American Scholar*, Ralph Waldo Emerson
4. *Civil Disobedience*, Henry David Thoreau
5. *Uncle Tom’s Cabin*, Harriet Beecher Stowe
6. *Letters from Birmingham Jail*, Martin Luther King Junior
7. *Grapes of Wrath*, John Steinbeck
8. *Democracy in America:* Alexis de Tocqueville
9. *The Things They Carried*, Tim O’Brien

**Assessments:**

Achievement is assessed in 3 ways:

1) Multiple Choice Tests

2) Essay Tests

Document Based Questions (DBQ)

Free Response Questions (FRQ)

*Rubrics are completed and attached to each student’s essay.*

3) Performance includes: homework, reading quizzes, class work, and active participation.

*Rubrics and grading scales are posted for performance grades.*

There are three elements on the AP exam given in May:

1) 80 Questions on the Multiple Choice test

2) Free Response Questions (FRQ):

Students are required to choose one of two essays and construct a response based on historic evidence.

3) Document-Based Questions (DBQ):

Students are required to use primary and secondary sources in addition to historic evidence to construct a response.

Essays are assigned both in-class and out-of-class. Essay prompt construction follows the APUSH themes and is balanced to represent all themes. Due to the several APUSH classes taking tests on the same day, essay prompts vary to ensure fairness.

**Distribution of Grade:**

Assessment weights are divided as follows:

1. Essay Tests FRQ and DBQ: 30%
2. Multiple-Choice Tests/quizzes/Projects: 50%
3. Homework (2 grades a week) 10%
4. Participation (Daily) 10%

Students will have a midterm exam at the end of the first semester and a seminar project at the end of second semester.

**Class Participation**

I strongly recommend you participate in class. Doing so gives me another way to evaluate your performance. If you are the shy type, make it a goal this year to speak up a bit more, or drop a note to me, or stay after class to make a point, or schedule a meeting with me. Class participation is a subjective component of your grade that could raise your semester grade tremendously if you have been an active participant. Finally, class is more interesting with lots of participants.

**Evaluations and Grading Scale**

You will be evaluated in this course based upon your ability to analyze and interpret the materials studied. Emphasis will be place on written work, discussion, collaborative work, research, projects, etc. In other words, you will have lots of ways to shine in this course! You are expected to come to class prepared to read, write, and discuss on any given day, and you will be held accountable for this responsibility, whether or not I announce a quiz or writing activity beforehand.

Grading Scale is as follows:

99-100 = A+ 88-89 = B+ 78-79 = C+ 68-69 = D+ 0-59 = F

92-98 = A 82-87 = B 72-77 = C 62-67 = D

90-91 = A- 80-81 = B- 70-71 = C- 60 -61 = D

**Rewrites:**

Students who wish to improve their course grade and/or broaden their understanding of US History may wish to take advantage of essay rewrites. Rewriting an essay is not busy work! Extra credit from rewriting an essay will improve students’ analytical skills and writing skills, better preparing students for the College Board Exam. Students may rewrite essay questions for up to one letter grade higher until late in the 3rd quarter.

**Class Rules:**

**Classroom Environment**

All students should feel welcomed, included, and free from harassment based upon race, religion, gender, or sexual orientation. If you feel at any time that this is not the case, either because of my behavior or that of your classmates, I hope you will let me know. I try to be aware of what goes on in class and the comfort levels of students, but especially when we are focused on the curriculum, we don’t always see, hear, or understand all that transpires. I believe it is crucial that we strive to provide an inclusive learning environment at Muchin and I hope that you will each help us make that a reality in this classroom. Essentially, we ask that you adhere to **the Golden Rule**: that is, treat others the way you yourself want to be treated.

**Classroom Standards:**

* **R**espect – In this classroom, we will strive to create an atmosphere that embraces understanding and celebrates diversity among us by working together in respectful and positive ways.
* **I**ntegrity– Honesty is always the best policy. Noble Academic Dishonesty Policy will be firmly upheld.
* **P**articipation – Every person in this class can and will be expected to contribute- our different ideas and perspectives will make the class interesting! Class discussions, group activities & projects, preparation, listening and note-taking skills are all areas necessary to participate in.
* **T**ardiness – Be punctual: class starts with the bell. You disrupt the learning environment when you enter late. Demerits will be issued per the Noble Street tardy policy
* **L**ate Assignment – Complete each assignment and project by the due date. Late assignments will be lowered by **50%** per day for unexcused late work.
* **A**bsences– You are responsible to find out what you missed from either a classmate or me. In case of an excused absence, you will be given time equal to the length of your absence to complete the assigned work.
* **G**rading Scale – Grades will be given for all tests, quizzes, papers, and projects during the semester. Class participation will also figure into your quarter and semester grades. All assignments will be graded according to a point scale.
* **E**xtra Help – Ask me for extra help. I am committed to supporting your efforts! Form a study group, keep organized, and take opportunities to redo work to improve your skills and grade. Keep high standards and challenge yourself.

**AP** Exam - Prepare to take the AP Exam in May.

**Muchin College Prep Academic Dishonesty Policy**

Be familiar with the Academic Policy as outlined in the Student Handbook and comply with it. If there are any questions or any confusion, please seek clarification during class or during my office hours. This is a critical issue; we must all be clear about our responsibilities in this area.

**Materials Needed:**

* Main texts & supplemental readings
* Pocket dictionary (Suggested)
* Three-ring binder (at least 3 inches)
* 1 subject notebook
* 1 notebook for journal writing
* Paper
* Pencil and Pen
* Folder (TWO POCKETS)
* 3 x 5 notecards for Key Terms (you will use these ALL year)

Note: All assignments, homework, papers that are collected **MUST** be stapled. I will **NOT** accept the assignment without it.

**12 Themes to be identified, analyzed, critically thought about, written about, and discussed**

1. **American Diversity**

The diversity of the American people and the relationships among different groups. The roles

of race, class, ethnicity, and gender in the history of the United States.

1. **American Identity**

Views of the American national character and ideas about American exceptionalism.

Recognizing regional differences within the context of what it means to be American.

1. **Culture**

Diverse individual and collective expressions through literature, art, philosophy, music, theater,

and film throughout U.S. history. Popular culture and the dimensions of cultural conflict

within American society.

1. **Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family patterns; population

size and density. The economic, social, and political effects of immigration, internal migration,

and migration networks.

1. **Economic Transformations**

Changes in trade, commerce, and technology across time. The effects of capitalist development,

labor and unions, and consumerism.

1. **Environment**

Ideas about the consumption and conservation of natural resources. The impact of population

growth, industrialization, pollution, and urban and suburban expansion.

1. **Globalization**

Engagement with the rest of the world from the fifteenth century to the present: colonialism,

mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

1. **Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth of democracy, and

the development of the modern state. Defining citizenship. Struggles for civil rights.

1. **Reform**

Diverse movements focusing on a broad range of issues, including anti-slavery, education,

labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

1. **Religion**

The variety of religious beliefs and practices in American from prehistory to the twenty-first

century; influence of religion on politics, economics, and society.

1. **Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract

labor) in Native American societies, the Atlantic World, and the American South and West. The

economics of slavery and its racial dimensions. Patterns of resistance and the long-term

economic, political, and social effects of slavery.

1. **War and Diplomacy**

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on

American foreign policy and on politics, economy, and society.

**Muchin College Prep APUSH Syllabus 2013-2014**

**Curriculum Requirements**

**First Semester Schedule**

Typical weekly class procedures include guided lecture using the textbook, primary document readers, and instructor resources. Emphasis on active student learning is promoted by questioning, small group work, and writing activities. Assessments include testing of both writing and comprehension roughly every 2- 3 weeks.

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|  | Unit 1 **CR2**-The course includes the study of social and cultural developments in US History. |
| WEEK ONE | Chapter 1: New World Beginnings, 33,000 B.C.-1769 A.D.  Read primary documents at home and analyze in class discussion:  Juan Ginés de Sepúlveda Belittles the Indians (1547)  Bartolomé de Las Casas Defends the Indians (1552)  **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship.  Hakluyt Sees England’s Salvation in America (1584) **[CR2]**  Discussion topic:   1. Analyze Colombian Exchange Chart and discuss global impacts. **[CR6]** |
| WEEK TWO | Chapter 2: The Planting of English America, 1500-1733  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Read at home and analyze in class discussion:  *Captain John Smith*, The Starving Time (1609)  The Intolerant Act of Toleration (1649  Persecution of Catholics (1656)-*p.39* **[CR5]religion/multicultural**  Discussion topic: Analyze the colonial actions of the Spanish, English and French toward Native Americans until 1650.[CR5]economicsChapter 3: Settling the Northern Colonies, 1619-1700 **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources. DBQ 1993 On Chesapeak and New England Colonies activity. [CR7]Read primary documents at home and analyze in class discussion:Anne Hutchinson is Banished (1637)The Blue Laws of Connecticut (1672)Plymouth Officials Justify the War (1675) **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship. Discussion topic:Analysis of New England Demographic change on pp. 46 and 49. [CR6] & [CR5] demographic |
| WEEK THREE | Chapter 4: American Life in the Seventeenth Century, 1607-1692Read primary documents at home and analyze in class discussion:A Servant Girl Pays the Wages of Sin (1656)An Unruly Servant Is Punished (1679Slavery Is Justified (1757)-*p. 73* [CR5]social **CR5** –The course uses themes and/or topics as broad parameters for structuring the course. The Stono River Rebellion in South CarolinaCotton Mather on the Education of His Children (1706A Dutchman Visits Harvard College (1680)Discussion topic:Analysis of charts, images, maps, test on early Slavery in the colonies. [CR5] slavery/legacyChapters 1-4 Multiple Choice Test **CR2**-The course includes the study of social and cultural developments in US History. Chapter 5: Colonial Society on the Eve of Revolution, 1700-1775Read primary documents at home and analyze in class discussion:Michel-Guillaume Jean de Crèvecoeur Discovers a New Man (c.1770)-*p. 88* [CR5] diversityThe Growth of Colonial Population (174-1780)Jonathan Edwards Paints the Horrors of Hell (1741) [CR5] religion/multiculturalThe Patterns of Colonial Commerce (1766)The Epochal Zenger Trial (1735)-*p. 100*[CR5] politics/citizenshipCrèvecouer Finds a Perfect Society (c. 1770 **CR4**-The course includes the study of economic trends in US History. Discussion topics:Analyze demographic distribution of race/ethnicity to social status, p 85 and p.88. [CR2]& [CR5] DemographicsEvaluate the role of colonial economies relative to triangle trade created by mercantilism, [CR4]Chapters 1-4 Essay Thematic FRQ [CR8] |
|  | Unit 2 |
| WEEK FOUR | Chapter 6: The Duel for North America, 1608-1763Read primary documents at home and analyze in class discussion:Pontiac Rallies His Warriors (1763) **CR3**-The course includes the study of diplomacy in US History. The Proclamation of 1763Discussion Topics:Analyze the impact or war and diplomacy on the influence of power in North America, [CR3]Evaluate the lasting legacies of the French in North America-class discussion. [CR2] **CR2**-The course includes the study of social and cultural developments in US History. Assign the 2004 DBQ as a resource for discussion and analysis. Analyze student writing and score essays using the 9 point rubric. [CR8] |
| WEEK FIVE | Chapter 7: The Road to Revolution, 1763-1775 **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays. Read primary documents at home and analyze in class discussion:Adam Smith’s Balance Sheet (1776)Adam Smith Criticizes Empire (1776Two Views of the British Empire (editorial cartoons) (1767, 1775)-p. 138 [CR4] Patrick Henry Demands Boldness (1775Why an old Soldier Fought (1898)-p. 144[CR5] war/diplomacyDiscussion topic:Analyze the role of propaganda as evidence by differing images on the Boston Massacre [CR7] **CR4**-The course includes the study of economic trends in US History. Chapter 8: America Secedes from the Empire, 1775-1783Read primary documents at home and analyze in class discussion:Thomas Paine Talks Common Sense (1776)-p. 150Richard Henry Lee’s Resolution of Independence (1776) **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources. Thomas Jefferson’s Declaration of Independence (1776)Pistols on the Pulpit (1775)Vengeance on the Tories (1779)The Hanging of a Loyalist (c. 1778) [CR1]Discussion topic: **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources. Analyze the correspondence of Abigail Adams and her husband John Adams for early social unrest relative to gender rights[CR2]Chapters 5-8 Multiple Choice Test |
| WEEK SIX | Chapter 9: The Confederation and the Constitution, 1776-1790Read primary documents at home and analyze in class discussion:Daniel Gray Explains the Shay sites’ Grievances (1786)George Washington Expresses Alarm (1786The Argument Over Slave Importations (1787) **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays. An Antifederalist Demands Deliberations (1787) [CR7]Discussion topic:Analyze maps that illustrate the challenges of Western Land Cession and the impact of the Land Ordinances.[CR5]politics/citizenshipChapters 5-8 Essay Thematic FRQ on the periods of Salutary Neglect and the French Indian War, Salutary Rigor [CR8] |
|  | Unit 3 |
| WEEK SEVEN | Chapter 10: Launching the New Ship of State, 1789-1800 **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship. Read primary documents at home and analyze in class discussion:Alexander Hamilton Verses Thomas Jefferson on Popular Rule (1780’-1820s)Jefferson Verses Hamilton on the Bank (1791)Hamilton Upholds Law Enforcement (1794)A President Bids Farewell (1796)-p. 206 [CR6]Discussion topic:Analyze the rise of political parties in the early 19th century using illustration[CR1] **CR1-**The course includes the study of political institutions in US History.  Chapter 11: The Triumphs and Travails of Jeffersonian Democracy, 1800-1812  Read primary documents at home and analyze in class discussion:  Marshall Sanctions the Bank (1819)  Marshall Asserts the Supremacy of the Constitution (1803) **[CR5]political/citizen** Lewis and Clark Meet a Grizzly (1805).  **[CR5]identity**  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  A Federalist (Philip Barton Key) Attacks the Embargo (1808)  Discussion topic:   1. Analyze and chart the early elements of Nationalism and Sectionalism.  Chapters 8-10 Essay -Take home essay 2005 DBQ on Results of American Revolution and Constitution [CR8] |
| WEEK EIGHT | Chapter 12: The Second War for Independence and the Upsurge of Nationalism  Read primary documents at home and analyze in class discussion:  Tecumseh Challenges William Henry Harrison (1810)-p. 237  **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.  Causes of the War (editorial cartoons) (1812, 1813)-p. 240  The Hartford Convention Fulminates (1814)-p. 248 **[CR7] &** **[CR5]war/diplomacy**  Discussion topic:   1. Identify the 5 major elements of sectionalism and analyze Monroe’s attempts to guide the USA.   **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  **Chapters 9-12 Multiple Choice Test** |
| WEEK NINE | **DBQ Essay on the Articles of Confederation or War of 1812. [CR8]**  Chapter 13: The Rise of Mass Democracy, 1824-1830  Read primary documents at home and analyze in class discussion:  Jackson Veto’s the Maysville Road Bill (1830)-p. 270  South Carolina Threatens Secession (1832)-p. 276  Andrew Jackson Denounces Nullification (1832)-p. 277  Cartooning the Banking Crisis (1833, 1837)-p. 282**[CR5]economics**  Alexis de Tocqueville Defends Parties (1830)-p. 288  Discussion topic:   1. Analyze the map on p. 266 for an activity on the devastating, wide ranging and varying impacts the Indian Removal Act had on Native Americans. **[CR2]**   **CR2**-The course includes the study of social and cultural developments in US History. |
| WEEK TEN | Chapter 14: Forging the National Economy, 1790-1860  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Read primary documents at home and analyze in class discussion:  The Abuse of Female Workers (1836)-p. 293  “Slavers” for New England Girls (1846)-p. 296  Coming of the Irish (1836)-p. 299**[CR5]social**  The Impact of the Erie Canal (1853)-p. 310  A Canal Stockholder’s Outburst (1830)-p. 312  Discussion topics:  **CR4**-The course includes the study of economic trends in US History.   1. Analyze the coming environmental conflict between the virgin wilderness and westward expansion driven by rising populations pp.289-291**.[CR5]environmental** 2. Analyze the forces that drove early 19th century industrialization.**[CR4]**   Chapter 15: The Ferment of Reform and Culture, 1790-1860  **CR2**-The course includes the study of social and cultural developments in US History.  Read primary documents at home and analyze in class discussion:  A Catholic Views Camp Meetings (c.1801)-p. 316  Dorothea Dix Succors the Insane (1843)-p. 323  The Seneca Falls Manifesto (1848)-p. 327  New Yorkers Ridicule Feminists (1856)-p. 331  Emersonisms and Thoreauisms-p. 340 **[CR5]culture**  Discussion topic:   1. Analyze the atypical poems of Walt Whitman and evaluate why Whitman’s work was applauded by Emerson and Thoreau. **[CR2]** |
|  | Unit 4 |
| WEEK ELEVEN | Chapter 16: The South and the Slavery Controversy, 1793-1860  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Read primary documents at home and analyze in class discussion:  A Slave Boy Learns a Lesson (c.1827)-p. 351  A Slave Women’s Tale (1930s)-p. 358  Slavery and the Family (1840)-p. 372  Hinton Helper’s Banned Book (1857)-p. 376 **[CR5]slavery/legacy**  **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  Discussion topic**:**   1. Analyze the influence of slavery on the social hierarchy, psychological conflict, and demographic change on the mid 19th century south pp. 352-362. **[CR5]slavery/legacy**   **Chapters 13-16 Essay Thematic FRQ on the periods of the War of 1812, Monroe Doctrine, Era of Good Feelings, and Jackson. [CR8]**  **CR3**-The course includes the study of diplomacy in US History. |
| WEEK TWELVE | Chapter 17: Manifest Destiny and Its Legacy, 1841-1848  Read primary documents at home and analyze in class discussion:  Two Pioneers Describe Oregon (1847)-p. 383 **[CR6]**  Discussion topic:  **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship.   1. Analyze Polk’s use of Militarism and Diplomacy to resolve expansionist conflicts in the 1840 pp. 381-383**.[CR3]&[CR5]war/diplomacy**   **Chapters 13-17 Multiple Choice Test** |
| WEEK THIRTEEN | Chapter 18: Renewing the Sectional Struggle, 1848- 1854  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Read primary documents at home and analyze in class discussion:  Southerners Threaten Secession (1849)-p. 402  Joshua Giddings Rejects Slave-Catching (1850)-p. 407  Robert Rhett Resents a Hoax (1851)-p. 409  The Ostend Manifesto (1854)-p. 416  Mocking the Manifesto (1854)-p. 417 **[CR5]slavery/legacy**    Discussion topic:   1. Analyze maps illustrating how the sectional conflicts of slavery, western land, and internal improvements (RR) were interwoven into a snarl of sectional conflict pp. 400, 405, 407**.[CR5]identity**   **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  **Analyze the 2006 DBQ on Women’s changing ideals from 1776-1861. [CR8]** |
| WEEK FOURTEEN | Chapter 19: Drifting Toward Disunion, 1854-1861  Read primary documents at home and analyze in class discussion:  Tom Defies Simon Legree (1852)-p. 427  The South Scorns Mrs. Stowe (1852)-p. 429  Mrs. Stowe Inflames the Southern Imagination (1853)-p. 430  The Pro Southern court Speaks (1857)-p. 435  Abraham Lincoln Denies Black Equity (1858)-p. 439 **[CR7]**  Lincoln disowns Brown (1860)-p. 443  Discussion topic:   1. Analyze the long term and short term impacts of Freeport Doctrine on sectional conflict and the election of 1860 p. 424**.[CR1]**   **CR1-**The course includes the study of political institutions in US History.  **Take Home: 2002 DBQ Essay on 19th Century Reformers.[CR8]** |
|  | Unit 5 |
| WEEK FIFTEEN | Chapter 20: Girding for War: The North and the South, 1861-1865  Read primary documents at home and analyze in class discussion:  Fort Sumter Inspirits the South (1861)-p. 449  Shoddy Wool in Yankeeland (1861-1865)-p. 456  Chiselers in the South (1862-1863)-p. 457  **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship.  The War to End Slavery (1865)-p. 463  Discussion topic:   1. Identify key weapons and analyze the role of new industrial technologies had on the Civil War p. 439. Contrast the role of “Billy Yank and Johnny Reb” pp.440-441.**[CR6]**   Chapter 21: The Furnace of Civil War, 1861-1865  Read primary documents at home and analyze in class discussion:  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Lincoln Expresses Misgivings (1862)-p. 477  Jefferson Davis Deplores Emancipation (1863)-p. 479  Border States are Alarmed (1862)-p. 480  Racist Anxieties (1864)-p. 481  The British Press Recants (1865)-p. 498  Discussion topic:   1. Analyze the Changing roles of some Southern Blacks from slaves to contrabands to soldiers to Veterans pp.462-463**.[CR5]slavery/legacy**   **Chapters 15-19 Essay FRQ 1840-1865 [CR8]** |
| WEEK SIXTEEN | Chapter 22: The Ordeal of Reconstruction, 1865-1877  Read primary documents at home and analyze in class discussion:  Carl Schurz Reports Southern Defiance (1865)-p. 504  The Controversy over the Fifteenth Amendment (1866, 1870)-p. 516  Thaddeus Stevens Demands Black Suffrage (1867)-p. 520  Maria Carter Describes an Encounter with the Klan (1871)-p. 529  Discussion topic:  **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship.   1. Analyze the point of view of the Thomas Nast Cartoon on p. 499 and predict the long term impacts of Reconstruction.**[CR6]**   **Chapters 17-21 Multiple Choice Test** |
|  | Unit 6 **CR2**-The course includes the study of social and cultural developments in US History. |
| WEEK SEVENTEEN | Chapter 23: Politics in the Gilded Age, 1869-1889  Read primary documents at home and analyze in class discussion:  A Southern Senator Defends Jim Crow (1900)-p. 44  Booker T Washington Portrays the Plight of Black Tenant Farmers (1889)-p. 49 A Southern Black Women Reflects on the Jim Crow System (1902)-p. 51  The Supreme Court Declares That Separate Is Equal (1896)-p. 58 **[CR2]**  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Discussion topics:   1. Analyze the impact of the shift in southern agriculture labor from slavery to sharecropping pp. 512**.[CR5]economics** 2. Contrast the plight of southern Blacks to West Coast Chinese pp. 514-517. **[CR5]diversity**   **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  **Chapters 20-22 Essay DBQ [CR8]** |
| WEEK EIGHTEEN | Chapter 24: Industry Comes of Age, 1865-1900  Read primary documents at home and analyze in class discussion:  General James B. Weaver Deplores Stock Watering (1892)-p. 69  John D. Rockefeller Justifies Rebates (1909)-p. 70  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Andrew Carnegie’s Gospel of Wealth (1889)-p. 73  The Life of a Sweatshop Girl (1902)-p. 87  Samuel Gompers Condemns The Knights (c.1886)-p. 91  Capital Versus Labor (1871)-p. 92 **[CR5] Economics**  An Engineer Describes Smoke Pollution (1911)-p. 95 **[CR5]Environment**  **CR4**-The course includes the study of economic trends in US History.  Discussion topic:   1. Introduce and analyze the influence of Monopoly, Corporation, Trust and Holding Companies business models for positive and negative change. **[CR4]**   **Chapters 22-24 Multiple Choice Test** |
| WEEK NINETEEN | **SEMESTER FINAL EXAM-Multiple Choice Test-constructed from former AP Exams Chapters 1-25**  Chapter 25: America Moves to the City, 1865-1900  Read primary documents at home and analyze in class discussion:  Jacob Riis Goes Slumming (1890)-p. 103  Mary Antin Praises America (1849)-p. 105  **CR2**-The course includes the study of social and cultural developments in US History.  The American Protective Association Hates Catholics (1892)-p. 106  Jane Addams Demands the Vote for Women (1910)-p. 126  Discussion topic:   1. Analyze the how reformers confronted the urban challenges of infrastructure, ethnic diversity, new immigrants, “sin”, and working poor. **[CR2]** |

**Second Semester Schedule**

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|  | Unit 7 |
| WEEK ONE | Chapter 26: The Great West and the Agricultural Revolution, 1865-1896  **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.    Read primary documents at home and analyze in class discussion:  The US Army Negotiates a Treaty with the Sioux (1868)-p. 130  *Harper’s Weekly* Decries the battle of the Little Big Horn (1876)-p. 133  A Native American Tries to Walk the White Man’s Road (1890’s)-p. 142  Westward the Course of Empire Takes Its Way (lithograph) (1868)-p. 147  Sodbusters in Kansas (1877)-p. 153  Mrs.Mary Lease Raises More Hell (c.1890)-p. 157 **[CR7]**  Starvation at Pullman (1894)-p. 163  **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  William Jennings Bryan’s Cross of Gold (1896)-p. 165  Discussion topic:   1. Analyze the impacts of government policy and technology on the plains Indians after the Civil War.   **Chapters 23-26 Document Based Question Essay[CR8]** |
| WEEK TWO | Chapter 27: Empire and Expansion, 1890-1909 **CR3**-The course includes the study of diplomacy in US History. Read primary documents at home and analyze in class discussion:Joseph Pulitzer Demands Interventions (1897)-p. 172Albert Beveridge Trumpets Imperialism (1898)-p. 177Theodore Roosevelt Hopes for Revolt (1903)-p. 182Japan Resents Discrimination (1906)-p. 189 [CR3] **CR5** –The course uses themes and/or topics as broad parameters for structuring the course. Discussion topic:Analyze American Imperialism at the turn of the 20th century using the 5 D’s of dollars, deity, defense, democracy, diplomacy. [CR5]global arena **Chapters 25-27 Multiple Choice Test** |
|  | Unit 8 |
| WEEK THREE | Chapter 28: Progressivism and the Republican Roosevelt, 1901-1912Read primary documents at home and analyze in class discussion:Theodore Roosevelt Roasts Muckrakers (1906)-p. 193From the Depths (1906)-p. 198George Baer’s Divine Right of Plutocrats (1902)-p. 200John Muir Damns the Hetchy Dam (1912)-p. 211Images of the Suffrage Campaign (1900-1915)-p. 218 [CR5]environment **CR1**-The course includes the study of political institutions in US History. Discussion topics:Analyze the divided leadership of progressive reforms and evaluate the social and political impacts.[CR1]Analyze the motivations for the Environmental Movement at the turn of the 20th Century pp. 670-672.[CR5]environment **CR4**-The course includes the study of economic trends in US History. |
| WEEK FOUR | Chapter 29: Wilsonian Progressivism at Home and Abroad, 1912-1916Read primary documents at home and analyze in class discussion:Theodore Roosevelt Proposes Government Regulation (1912)-p. 222Louis Brandies Indicts Interlocking Directories (1914)-p. 226 **CR3**-The course includes the study of diplomacy in US History. J.P. Morgan Denies the Money Trust-p. 227Lord Bryce’s Propaganda Report (1915)-p. 234Discussion topics:Analyze the method and impact of Holding Companies on securing the monopolistic power.[CR4]Using the map on p. 686 evaluate the success of US Foreign policy in Latin America during the early 20th Century. [CR3] **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays. Take Home Essay-Chapters 27-29[CR8] |
| WEEK FIVE | Chapter 30: The War to End War, 1917-1918Read primary documents at home and analyze in class discussion:Robert Lafollette Demands his Rights (1917)-p. 244George Creel Spreads Fear Propaganda (c. 1918)-p. 247 **CR6**-The course teaches students to analyze evidence and interpretations presented in historic scholarship. A “Doughboy” Describes the fighting Front (1918)-p. 256Text of Article X (1919)-p. 258Wilson Testifies for Article X (1919)-p. 259The Lodge-Hitchcock Reservations-p. 260 [CR6]Discussion topics:Analyze the roles of domestic and foreign propaganda in directing the war effort.Analyze the impact of attacks on American Civil Liberties during WWI due to immigration and Blacks moving to northern cities.[CR5]demographicsChapters 28-30 DBQ Essay [CR8] |
| WEEK SIX | Chapter 31 American Life in the Roaring Twenties, 1919-1929 **CR2**-The course includes the study of social and cultural developments in US History. Read primary documents at home and analyze in class discussion:The *New Republic* Opposes Radicalized Quotas (1924)-p. 270Two Views of Immigration Restrictions (1921,1924)-p. 274The WCTU Upholds Prohibition (1926)-p. 279Margaret Sanger Campaigns for Birth control (1920)-p. 281The Supreme Court Declares that Men and Women Are Equal (1923)-p. 288 [CR2] **CR5** –The course uses themes and/or topics as broad parameters for structuring the course. Discussion topics:Analyze modern definitions of Liberal and Conservative ideologies as they apply to 1) Social/Cultural issues and 2) Political/Economic issues.[CR5]identityChapters 28-31 Multiple Choice TestAccount for the primary causes of increased nativism in the 1920’s. |
|  | Unit 9 **CR1**-The course includes the study of political institutions in US History. |
| WEEK SEVEN | Chapter 32: The Politics of Boom and Bust, 1920-1932Read primary documents at home and analyze in class discussion:President Harding Hates His Job (c. 1922)-p. 290Japan Resents the Washington Setback (1922)-p. 292Hoover Defends His Record (1932)-p. 303 **CR3**-The course includes the study of diplomacy in US History Roosevelt Indicts Hoover (1932)-p. 304 [CR1]Discussion topics:Analyze the forces that drove US Foreign Policy into deep isolationism. [CR3] **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays. Chapters 30-33 DBQ Essay [CR8] |
| WEEK EIGHT | Chapter 33: The Great Depression and the New Deal, 1933-1939  Read primary documents at home and analyze in class discussion:  César Chávez Gets Tractored off the Land (1936)-p. 307  A Boy in Chicago Writes to President Roosevelt (1936)-p. 310  **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.  Dr. Francis E. Townsend Promotes Old-Age Pension (1933)-p. 321  Backcountry Poets Reflect on the Civilian Conservation Corps (1934, 1935)-p. 325  Franklin Roosevelt Creates the Tennessee Virginia Authority (1933)-p.  Assessing the New Deal (1935,1936)-p. 337 **[CR7]**  Discussion topics**:**   1. Analyze the impact of the New Deals Relief, Recovery and Reform programs for women, minorities and youth**.[CR5]diversity** 2. How did the New Deal lead to systemic change in the USA?**[CR5]identity** |
| WEEK NINE | Chapter 34: Franklin D. Roosevelt and the Shadow of War, 1933-1941  Read primary documents at home and analyze in class discussion:  Two Views of Isolationism (1936, 1938)-p. 341  Senator Burton Wheeler Assails Lend-Lease (1941)-p. 349  **CR3**-The course includes the study of diplomacy in US History.  FDR Proclaims Shoot-on-Sight (1941)-p. 354 **[CR5]war/diplomacy**  Discussion topic:   1. Explain the strong drive to American Isolationism and Neutrality during the 1930’s.**[CR3]**   **Chapters 32-34 Multiple Choice Test**  Chapter 35: America in World War II, 1941-1945  **CR2**-The course includes the study of social and cultural developments in US History.  Read primary documents at home and analyze in class discussion:  The War Transforms the Economy (1943)-p. 364  A Women Remembers the War (1984)-p. 372  Harry Truman Justifies the Bombing (1945)-p. 387  Discussion topic**:**   1. Identify the dramatic social changes brought by WWII and evaluate their relative impacts on the US. **[CR2]** |
|  | Unit 10 |
| WEEK TEN | Chapter 36: The Cold War Begins, 1945-1952  **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.  Read primary documents at home and analyze in class discussion:  The Move to Suburbia (1954)-p. 394  Harry Truman Appeals to Congress (1947)-p. 405  Secretary Dean Acheson Drops Jiang Jieshi (1949)-p. 415  Senator Joseph McCarthy Blasts “Traitors” (1952)-p. 416 **[CR7]**  Discussion topics:  **CR4**-The course includes the study of economic trends in US History.   1. Evaluate the impact and effectiveness of the shift from a war based nation to a consumer based nation**.[CR4]** 2. Identify and analyze the primary forces that drove the 2nd Red Scare in the USA. |
| WEEK ELEVEN | Chapter 37: The Eisenhower Era, 1952-1960  Read primary documents at home and analyze in class discussion:  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  Secretary John Foster Dulles Warns of Massive Retaliation (1954)-p. 430  A Senator Speaks Up (1950)-p. 436  One Hundred Representatives Dissent (1956)-p. 442  Eisenhower Sends Federal Troops (1957)-p. 443  A Black Newspaper Praises Courage (1958)-p. 446  John Kenneth Galbraith Criticizes the Affluent Society (1958)-p. 453  Women’s Career Prospects (1950)-p. 457 **[CR5]social**  **CR2**-The course includes the study of social and cultural developments in US History.  Discussion topics:   1. Analyze the causes of restlessness of minorities, women and youth regarding the “conformity” of the 1950’s**.[CR2]**   **Chapters 34-37 Essay Take Home[CR8]**  **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  **Multiple Choice Test Chapters 35-37** |
|  | Unit 11 |
| WEEK TWELVE | Chapter 38: The Stormy Sixties, 1960-1968  Read primary documents at home and analyze in class discussion:  **CR7**-The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.  Michael Harrington Discovers Another America (1962)-p. 469  Riders for Freedom (1961)-p. 478  A Conservative Denounces Black Rioters (1965)-p. 489  President Johnson Asserts His War Aims (1965)-p. 493  Defense Secretary Robert McNamara Foresees a Stalemate (1965)-p. 495  The Soldiers’ War (1966)-p. 499  The Dilemma of Vietnam (1966)-p. 501  A War Protester Decides to Resist the Draft (1966)-p. 505 **[CR7]**  Discussion topics:   1. Analyze the degree of success the JFK and LBJ administrations had in dealing with foreign policies. **[CR5]global arena**   **CR4**-The course includes the study of economic trends in US History.   1. Analyze motivations and programs that comprised LBJ’s Great Society.**[CR4]** 2. Analyze early pro war music (Green Beret) to antiwar music (For What Its Worth) using a timeline that illustrates the significant cultural shift around 1968**.[CR5]cultural**   **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  **Final Exam: part 1 Multiple Choice Test –Comprehensive** |
| WEEK THIRTEEN | Chapter 39: The Stalemated Seventies, 1968-1980  Read primary documents at home and analyze in class discussion:  The Expulsion from Vietnam (1975)-p. 522  The Case for the Equal Rights Amendment (1970)-p. 540  **CR1**-The course includes the study of political institutions in US History.  Phyllis Schlafly Upholds Traditional Gender Roles (1977)-p. 542  Betty Friedan Has Second Thoughts (1981)-p. 545 **[CR5]social**  Discussion topics:   1. Analyze success of rising of the liberal reforms of feminism, environment, and Anti War movements.   **CR2**-The course includes the study of social and cultural developments in US History.   1. Analyze the political cartoons on p. 950 regarding the political collapse of the Nixon Administration**.[CR1]**   Chapter 40:Resurgence of conservatives 1980-92  Read primary documents at home and analyze in class discussion:  **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays.  Four Views on the End of the Cold War (1994)-p. 567  The Gulf War as Happy Ending or Ominous Beginning (1991)-p. 584  The Foreign Policy President Falls Short at Home (1991)-p. 585  Discussion topics:   1. Analyze the domestic and foreign policy shift brought on by the Reagan Revolution. **[CR1]** 2. To what degree does Reagan deserve credit for ending the Cold War?**[CR3]** 3. What role did the new right play in politics from 1980-2000? **[CR5]religion/multicultural**   **CR3**-The course includes the study of diplomacy in US History.  **Final Exam: part 2 prompt Discovery to 1865[CR8]** |
| WEEK FOURTEEN | Selected Themes and topics for chapters 41 and 42  **CR2**-The course includes the study of social and cultural developments in US History.  Discussion topics:   1. Analyze the rise of new immigrants and their impact on the USA. **[CR2]** 2. Identify the primary reasons the USA was unable to fully prepare for the rise of radical Islamic terrorism in the 1990s’ and 2000’s. **[CR5]global arena**   **Review for AP Exam**  **CR5** –The course uses themes and/or topics as broad parameters for structuring the course.  **Final Exam: Part 3 prompt 1865 to Present[CR8]**  **Chapters 37-40 Multiple Choice Test** |
| WEEK FIFTEEN | Review Week & AP National Exam  **Final Exam: part 4 prompt DBQ Discovery to Present[CR8]**  **CR8**-The course provides students with frequent practice in writing analytical and interpretive essays such as DBQs and thematic essays. |
|  | Unit 12 |
| WEEK SIXTEEN | Class evaluation and Seminar Project assigned  Seminar projects require students to research an assigned period in history and create a product that will contribute significantly to the learning of future APUSH students. Projects must be approved by the instructor and meet specific criteria. |
| WEEK SEVENTEEN | Work on Seminar Project |
| WEEK EIGHTEEN | Work on Seminar Project |
| WEEK NINETEEN **End of the School Year** | Turn in Seminar Project |